**Chrysanthemum (Day 1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd, Sharon Clark** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: I Am Storyteller** | | | **Corresponding Unit Task:**  2-Authors Sign Their Names  3-Books Have Different Parts | | |
| **Essential Question(s):** How do active readers retell a story? What are the different parts of a book? Why is it important for good writers to form their letters correctly? | | | | | |
| **Teacher Note—** Vocabulary is relevant to all days reading this book. On the first day only read to where Chrysanthemum wears her bright dress to school. STOP before the teach calls roll. | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * The book *Chrysanthemum* * Wiki sticks * Sand * Character pictures (morning work) * Vocabulary picture cards * Sight word cards (I, am) * Handwriting paper * Names on word wall | | | | Chrysanthemum- picture card  Delphinium- picture card  Setting- definition  Characters- definition/card  Wilted- dramatize  Teasing/Taunt- discussion/compare  Cover, Back, Title, Author, Illustrator  [**Chrysanthemum\_vocab.docx**](Chrysanthemum_vocab.docx) | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** RL.K.1 - With prompting and support, ask and answer questions about key details in a text.  RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.  RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RL.K.10 - Actively engage in group reading activities with purpose and understanding.  RF.K.1 - Demonstrate understanding of the organization and basic features of print.  **I Can Statement(s):** I can listen for information.  **Instructional Plan:**   * Introduce *Chrysanthemum* and discuss front and back cover, author illustrator, and title * Introduce the parts of the book chant echo chant “This is the front of the book (This is the front of the book), This is the back of the book (This is the back of the book), This is the title of the book (This is the title of the book), This is the author of the book (This is the author of the book), etc.” * *As teacher is talking and children repeating point to the parts of the book* * Show a picture of a Chrysanthemum flower and relate to the mouse * Read to page 6 (the first day of school) * Pose the question: Who is this book about? * Introduce vocabulary—character card, talk about how she is the main focus on the pages in the book we have seen so far * Discuss what has happened so far in the book * Predict what will happen next in the book. (Write on sticky notes or something to remember what was said) * Students will retrieve morning work (coloring page character—attached) and bring characters to the carpet | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Listening/Speaking**  **Standards:** SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  **I Can Statement(s):** I can use new vocabulary words. I can listen to my partner. I can follow directions. I can share information.  **Instructional Plan:**   * Model how to hold up the character coloring page, ask “Who is the character?” and responding with another student. Show a few examples and then let students pair up to practice asking and answering “Who is the character?” * Let students switch partners 3 times. Have a cue for students to switch (music, bell, sound, etc.) * Students come to the carpet and pull 4 popsicle sticks to share another student’s character (one of the students they paired with) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper-and lowercase letters 2. Produce and expand sentences in shared language activities.   **I Can Statement(s):** I can write my name. I can build a sentence with I am.  **Instructional Plan:**   * Introduce the words “I” and “am” and do a movement such as karate chop/clap/snap for each letter. * Have students build the words “I” and “am” in sand and/or with wiki sticks at table. * Model how to use the word wall to retrieve their name to make the sentence “I am \_\_\_\_\_\_\_\_\_\_\_.” Read it to their shoulder partner * Students come back to the carpet with their name from the word wall. * Students place names on the pocket chart and take turns reading “I am \_\_\_\_\_\_\_\_.” | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):** I can write a sentence. I can illustrate a sentence.  **Instructional Plan:**   * Have students return to their seats to write their “I am \_\_\_\_\_\_\_\_.” Statements. * Model using resources in the class to write (example. Pocket chart, word wall, magnet words on the board) * Students use handwriting paper to write their sentence. * Students illustrate themselves as the character of their story. | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—Questioning**  Repeat chant about parts of the book using our *Chrysanthemum* book.  Ask—What is a character? Who was the character in our book? What do you think is going to happen next in our story?  Chant sentence “I am \_\_\_\_” and add on. “I am a kindergartner, I am a friend, etc.” | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Reading— Ask higher level questions (Does anyone know other parts of the book?) * Listening/Speaking—ask students to describe the characters they see * Word Study— unscramble the sentence before they make it * Writing—peer partners to help other students | | * Reading—proximity to the teacher, scaffolding with questions * Listening/Speaking—front load students in the morning about who their character is * Word Study—writing out the sentence and have them overlay the wiki sticks * Writing—peer partner, tracing the sentence | | | * Reading—front load while they are coloring, who a character is * Listening/Speaking—front load students in the morning about who their character is * Word Study—writing out the sentence and have them overlay the wiki sticks * Writing—peer partner, tracing the sentence |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Reading— teacher observation  Listening/Speaking— teacher observation on how they answer “Who is the character?”  Word Study— making their sentence and reading it aloud  Writing— handwriting paper | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*